

Barking & Dagenham

London Borough of Barking and Dagenham

ANNUAL REPORT 2024-25

STANDING ADVISORY COUNCIL on RELIGIOUS EDUCATION (SACRE)

Contents

Page

1	Introduction and Overview	3
2	Standards and quality of provision of Religious Education	5
3	Standards and quality of provision of Collective Worship	12
4	SACRE links with other bodies	13
5	SACRE Contribution to support schools through events and training	13
6	SACREs own arrangements	14

Appendices

1	SACRE membership	15
2	Priorities for RE/SACRE 2024-25	16
3	B&D pupil survey on religious Education results	20

Section 1 Introduction

I am pleased to introduce the Barking and Dagenham Standing Advisory Council on Religious Education (SACRE) Annual Report for 2024–25. This year has been one of significant progress, strengthened partnerships and deepened engagement with our schools and wider community.

As our borough continues to grow in diversity, SACRE remains committed to ensuring that Religious Education (RE) and Collective Worship (CW) reflect and celebrate this richness. We have continued to support schools through high-quality training, updated schemes of work and strengthened links with local faith communities. As a result, 95% of schools now judge their RE provision as good or outstanding, with 85% reporting the same for Collective Worship. The launch of our first pupil voice survey marks an important milestone in shaping future priorities, and our annual Places of Worship competition continues to promote understanding and appreciation of the borough's diversity.

My thanks go to all SACRE members and colleagues for their commitment throughout the year. I would also like to extend special thanks to Claire Clinton, the Consultant for Religious Education to the borough, for her continued hard work, expertise and unwavering dedication. Her leadership remains instrumental in ensuring that every pupil receives meaningful, inclusive and engaging Religious Education.

Randip Kaur Sahota – Barking and Dagenham SACRE Chair

Section 1 Overview

Since 1988, it has been a requirement that every local education authority (LA) has a Standing Advisory Council on Religious Education (SACRE).

Though legislation sets out both the structure and the remit of a local SACRE - principally, overseeing religious education (RE) and collective worship (CW) - in practice every SACRE has developed its own particular style and character.

B&D SACRE, which began its work in 1989, has certainly developed its own particular style and character as this report will testify.

Some of the notable features of SACRE's work during 2023-2024 are included in this report, namely its support to schools and its involvement with our strategic vision of SACRE advising the LA around Religious Education (RE) and Collective worship (CW). Both sides of this work has involved SACRE working with different religion and worldview leaders and teachers across all key stages.

It is a legislative requirement that each SACRE produces an annual report of its work and that this is sent to the Department for Education (DfE), NASACRE, to local schools and to other interested parties. B&D LA makes this report available publically through their website and that of BDSIP.

SACRE met three times across the academic year 2023-24. This has ensured that SACRE has continued to be active and discharge its responsibilities fully.

October 2024	Hybrid meeting
February 2025	Hybrid meeting
June 2025	Hybrid meeting

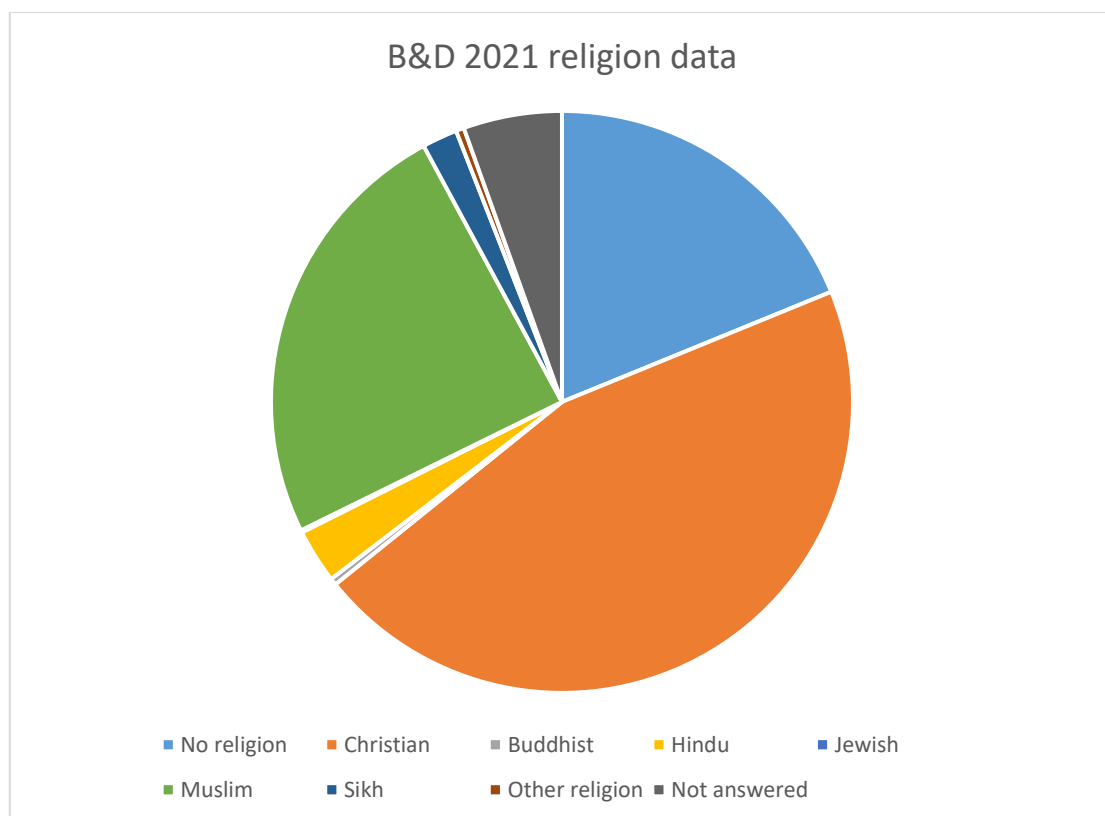
SACRE also convened an Agreed Syllabus conference in June 2025 to agree upon the updated and revised syllabus and supports for B&D schools.

Background to the Borough

In the 2021 Census, figures clearly indicate that Barking and Dagenham is a multi-faith Borough; after Christian people (45.4%) the largest religious group in the Borough is made up of Muslim people (24.4%), then Hindu people at 6596 (3%), Sikh people at 4284 (2%), Jewish people at 272 (0.1%), Buddhist people at 821 (0.4%) and other religions at 981 (0.4%). More recent data indicates that there will continue to be demand for religious meeting places in particular for Churches, Mosques, Mandirs and Gurdwaras. 18% of Borough state they have no religion, a similar figure to ten years ago.

2021 Barking & Dagenham religion data

No religion	41191	18.80%
Christian	99342	45.40%
Buddhist	821	0.40%
Hindu	6596	3%
Jewish	272	0.10%
Muslim	53389	24.40%
Sikh	4284	2%
Other religion	981	0.40%
Not answered	11991	5.50%



When comparing B&D with London and England census results, SACRE would like to underline the big shift that has taken place in the borough over the last ten years in terms of the religious nature of the borough and the importance for the LA to ensure all teachers have access to strong subject knowledge around religion and worldviews.

According to the 2025 school census there were 46,118 pupils in schools (Source: School Census, January 2025). This includes pupils attending school-based nurseries and 6th forms in Barking and Dagenham. Children aged between 0 and 19, equating to circa 26% of the population, the highest proportion of all local authorities in England and Wales.

There were 254 different languages spoken in Barking and Dagenham according to the 2025 census. This diversity is seen within schools and again highlights for SACRE the importance of having well supported staff to be able to help pupils make progress academically as well as learn to live well with difference and diversity.

Section 2 Standards and quality of provision of Religious Education (RE)

- 2.1 Within Barking and Dagenham, advice is available to schools around RE through four forms:
- The B&D Agreed Syllabus <https://bdsip.co.uk/resources-download/re-agreed-syllabus-for-barking-and-dagenham/> and support schemes of work held on a shared google drive
 - the SACRE RE consultant
 - regular CPD opportunities for RE & CW, and
 - SACRE documents being sent electronically into every school.
- 2.2 The RE consultant to SACRE has given advice to the local authority on a number of occasions in 2024-2025. Some of these have fallen into assistance with parental objections to a part of the school curriculum on the basis of religion and this year quite a few about school uniform and the wearing of religious jewellery. The meetings often have to unpack cultural rather than religious objections, offering a great learning experience for parents as well as school leaders around religion and worldviews in the 21st century. Members of SACRE play a vital role here as a bridge between the community and schools – often helping parents and carers to understand what a school can or cannot do in terms of religious provision for their child/children.

A larger piece of work for SACRE and the RE consultant was organising and running our fourth place of worship competition. This was done to complement the new agreed syllabus – which emphasises the opportunities provided for schools to take pupils out of school in a range of places, and from visiting speakers coming into schools. SACRE for the third time produced a place of worship and school speaker database for B&D schools, which schools have greatly valued. The RE consultant led training to faith leaders, representatives and school speakers on receiving visits from schools and being a high quality speaker. The LA has updated the schemes of work for primary schools available through the Agreed Syllabus – training for this was given for this which all primary schools attended.

RE consultant was elected NASACRE vice-chair and along with the SLE for RE contributed to the NASACRE webinar programme in 24-25.

SACRE for some time has wanted to hear the voice of pupils reflections on the RE teaching they receive in our schools. So SACRE asked the RE advisor to work with the LA to set up a survey where by pupils could feedback to SACRE. You can find the full details of what we discovered in Appendix 3 on page 20 of this report. There were 160 primary pupils in year 5 or 6 who took part in the survey from 6 different schools and 256 secondary pupils who took part in the survey from 1 secondary school. SACRE will now work with these findings in 2025-2026 to see how schools can continue to develop their RE provision.

2.3 Monitoring of RE in schools

From the LA's monitoring of schools, we know that 14 pupils have been withdrawn from RE lessons across primary and secondary schools from a total of 45,886 pupils. This means that 99.96% of pupils are in B&D RE lessons. We are grateful for the hard work of schools to explain the purpose of RE and the importance for all pupils to receive education about different beliefs and practices. SACRE is also grateful to work on issues collaboratively with schools, BDSIP and the LA, and to our many local faith leaders being prepared to go into schools and talk about this issue directly with families from their own religion to support understanding around the purpose of RE in our area and keep everyone, as far as possible, receiving RE.

Primary RE
EFYS

	Outstanding	Good	Needs Improvement
No. of schools	2	23	2
Percentage	7%	79%	7%

KS1

	Outstanding	Good	Needs Improvement
No. of schools	3	23	0
Percentage	12%	88%	0%

KS2

	Outstanding	Good	Needs Improvement
No. of schools	4	23	1
Percentage	14%	83%	3%

Secondary RE
KS3

	Outstanding	Good	Needs Improvement
No. of schools	3	1	1
Percentage	60%	20%	20%

KS4

	Outstanding	Good	Needs Improvement
No. of schools	3	2	0
Percentage	60%	40%	0%

KS5

	Outstanding	Good	Needs Improvement
No. of schools	2	2	0
Percentage	50%	50%	0%

From this data it can be seen that primary schools judge 98% of RE to be good or outstanding. Secondary schools judge 93% of RE to be good or outstanding. Overall this gives B&D schools the average of 95% of school have self-assessed their RE provision to be good or outstanding. This is a 10 % rise since our last annual report.

The RE advisor and RE SLE have been commissioned by the LA from SACREs request to work with the four schools who have indicated their RE needs improvement.

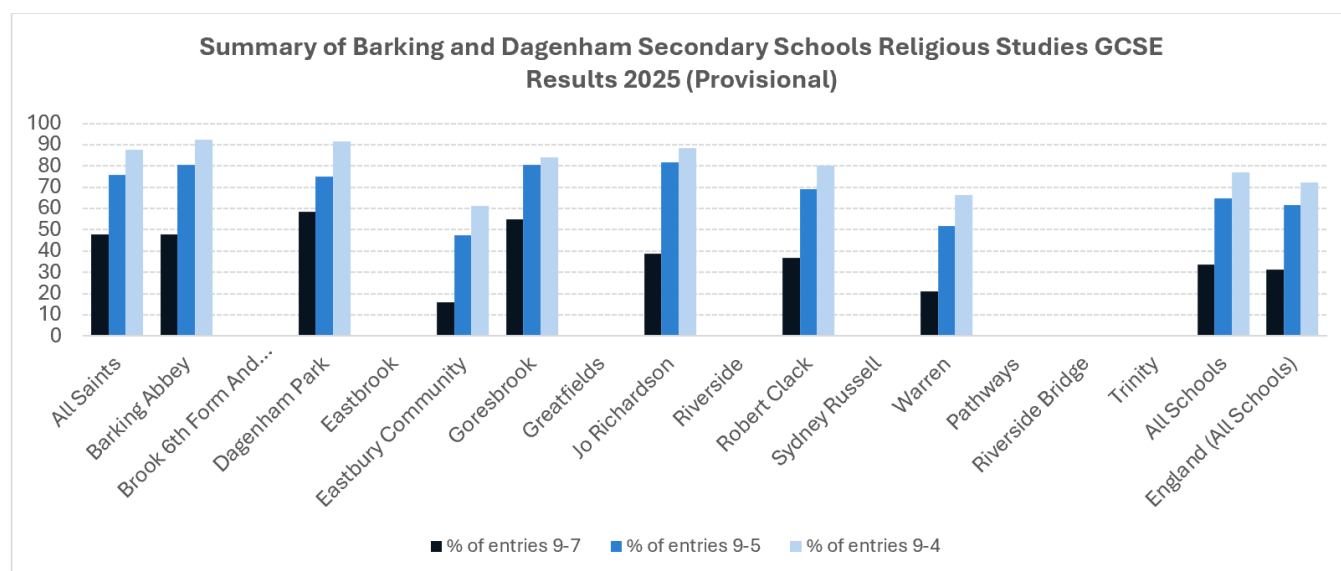
2.4 Complaints about RE

There have been no formal complaints received about RE from any B&D schools during 2024-25.

2.5 Public examinations

Summer 2025 GCSE provisional results - all pupils

School	NOR	Entries		No. at each grade											U / X	% of entries				% of cohort			
		No.	%	9	8	7	6	5	4	3	2	1	9-7	9-5		9-4	9-1	9-7	9-5	9-4	9-1		
All Saints	229	227	99.1	40	33	36	32	31	27	13	9	4	2	48.0	75.8	87.7	99.1	47.6	75.1	86.9	98.3		
Barking Abbey	353	92	26.1	8	14	22	15	15	11	3	4	0	0	47.8	80.4	92.4	100.0	12.5	21.0	24.1	26.1		
Dagenham Park	215	12	5.6	1	4	2	0	2	2	1	0	0	0	58.3	75.0	91.7	100.0	3.3	4.2	5.1	5.6		
Eastbrook	147	0	0.0	0	0	0	0	0	0	0	0	0	0										
Eastbury Community	274	263	96.0	9	9	24	37	46	36	44	26	26	6	16.0	47.5	61.2	97.7	15.3	45.6	58.8	93.8		
Goresbrook	114	31	27.2	2	6	9	6	2	1	3	2	0	0	54.8	80.6	83.9	100.0	14.9	21.9	22.8	27.2		
Greatfields	172	0	0.0	0	0	0	0	0	0	0	0	0	0										
Jo Richardson	291	44	15.1	4	7	6	13	6	3	3	2	0	0	38.6	81.8	88.6	100.0	5.8	12.4	13.4	15.1		
Riverside	247	0	0.0	0	0	0	0	0	0	0	0	0	0										
Robert Clack	466	447	95.9	46	53	65	76	69	49	50	22	15	2	36.7	69.1	80.1	99.6	35.2	66.3	76.8	95.5		
Sydney Russell	341	0	0.0	0	0	0	0	0	0	0	0	0	0										
Warren	205	195	95.1	8	14	19	33	27	28	29	18	13	6	21.0	51.8	66.2	96.9	20.0	49.3	62.9	92.2		
All Schools	3130	1311	41.9	118	140	183	212	198	157	146	83	58	16	33.6	64.9	76.9	98.8	14.1	27.2	32.2	41.4		
England (All Schools)		218561												31.1	61.5	72.3	97.3						



Boys entries

School	NOR	Entries		No. at each grade										% of entries				% of cohort			
		No.	%	9	8	7	6	5	4	3	2	1	U / X	9-7	9-5	9-4	9-1	9-7	9-5	9-4	9-1
All Saints	110	109	99.1	14	13	20	17	16	13	8	6	1	1	43.1	73.4	85.3	99.1	42.7	72.7	84.5	98.2
Barking Abbey	186	34	18.3	3	3	5	7	6	6	1	3	0	0	32.4	70.6	88.2	100.0	5.9	12.9	16.1	18.3
Dagenham Park	121	7	5.8	0	3	1	0	1	1	1	0	0	0	57.1	71.4	85.7	100.0	3.3	4.1	5.0	5.8
Eastbrook	79	0	0.0	0	0	0	0	0	0	0	0	0	0								
Eastbury Community	122	114	93.4	2	2	2	12	17	18	21	15	20	5	5.3	30.7	46.5	95.6	4.9	28.7	43.4	89.3
Goresbrook	68	17	25.0	1	3	4	4	1	0	2	2	0	0	47.1	76.5	76.5	100.0	11.8	19.1	19.1	25.0
Greatfields	81	0	0.0	0	0	0	0	0	0	0	0	0	0								
Jo Richardson	139	14	10.1	0	3	2	3	2	1	1	2	0	0	35.7	71.4	78.6	100.0	3.6	7.2	7.9	10.1
Riverside	130	0	0.0	0	0	0	0	0	0	0	0	0	0								
Robert Clack	219	211	96.3	15	26	26	28	32	27	34	15	7	1	31.8	60.2	73.0	99.5	30.6	58.0	70.3	95.9
Sydney Russell	178	0	0.0	0	0	0	0	0	0	0	0	0	0								
Warren	104	98	94.2	4	3	8	17	15	17	15	11	6	2	15.3	48.0	65.3	98.0	14.4	45.2	61.5	92.3
All Schools	1594	604	37.9	39	56	68	88	90	83	83	54	34	9	27.0	56.5	70.2	98.5	10.2	21.4	26.6	37.3
England (All Schools)		100232												24.3	54.2	66.1	96.1				

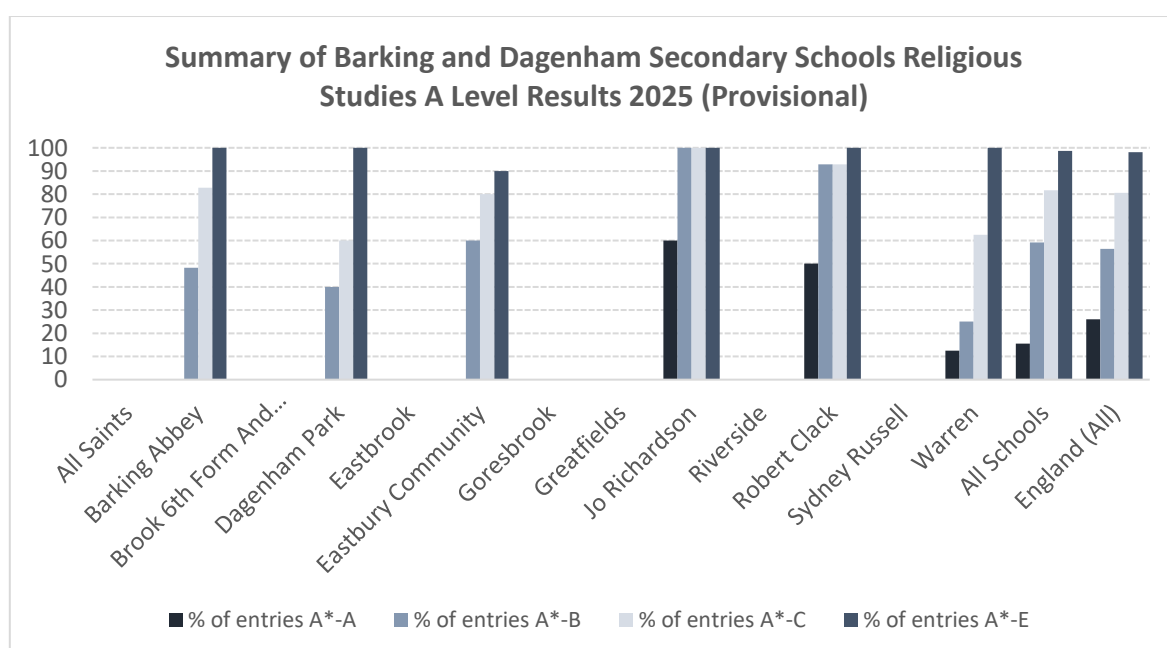
Girls entries

School	NOR	Entries		No. at each grade										% of entries				% of cohort			
		No.	%	9	8	7	6	5	4	3	2	1	U / X	9-7	9-5	9-4	9-1	9-7	9-5	9-4	9-1
All Saints	119	118	99.2	26	20	16	15	15	14	5	3	3	1	52.5	78.0	89.8	99.2	52.1	77.3	89.1	98.3
Barking Abbey	167	58	34.7	5	11	17	8	9	5	2	1	0	0	56.9	86.2	94.8	100.0	19.8	29.9	32.9	34.7
Dagenham Park	94	5	5.3	1	1	1	0	1	1	0	0	0	0	60.0	80.0	100.0	100.0	3.2	4.3	5.3	5.3
Eastbrook	68	0	0.0	0	0	0	0	0	0	0	0	0	0								
Eastbury Community	152	149	98.0	7	7	22	25	29	18	23	11	6	1	24.2	60.4	72.5	99.3	23.7	59.2	71.1	97.4
Goresbrook	46	14	30.4	1	3	5	2	1	1	1	0	0	0	64.3	85.7	92.9	100.0	19.6	26.1	28.3	30.4
Greatfields	91	0	0.0	0	0	0	0	0	0	0	0	0	0								
Jo Richardson	152	30	19.7	4	4	4	10	4	2	2	0	0	0	40.0	86.7	93.3	100.0	7.9	17.1	18.4	19.7
Riverside	117	0	0.0	0	0	0	0	0	0	0	0	0	0								
Robert Clack	247	236	95.5	31	27	39	48	37	22	16	7	8	1	41.1	77.1	86.4	99.6	39.3	73.7	82.6	95.1
Sydney Russell	163	0	0.0	0	0	0	0	0	0	0	0	0	0								
Warren	101	97	96.0	4	11	11	16	12	11	14	7	7	4	26.8	55.7	67.0	95.9	25.7	53.5	64.4	92.1
All Schools	1536	707	46.0	79	84	115	124	108	74	63	29	24	7	39.3	72.1	82.6	99.0	18.1	33.2	38.0	45.6
England (All Schools)		118329												36.9	67.8	77.6	98.2				

As a SACRE we are very pleased to see our average results all sit now above the national average for the subject. This is something we have been working towards with schools through LA interventions from SACREs analysis of 2022 & 2023 & 2024 examination results. 41% of year 11 sat a full course qualification in RS in summer 2024, a slight rise on 2024 percentage.

Summer 2025 A'Level Religious Studies results

School	Entries	No. at each grade								% of entries			
	No.	A*	A	B	C	D	E	U		A*-A	A*-B	A*-C	A*-E
Barking Abbey	29	0	0	14	10	4	1	0		0.0	48.3	82.8	100.0
Dagenham Park	5	0	0	2	1	2	0	0		0.0	40.0	60.0	100.0
Eastbury Community	10	0	0	6	2	1	0	1		0.0	60.0	80.0	90.0
Jo Richardson	5	1	2	2	0	0	0	0		60.0	100.0	100.0	100.0
Robert Clack	14	2	5	6	0	1	0	0		50.0	92.9	92.9	100.0
Warren	8	1	0	1	3	3	0	0		12.5	25.0	62.5	100.0
All Schools	71	4	7	31	16	11	1	1		15.5	59.2	81.7	98.6
England (All)	14210	879	2820	4317	3442	1796	681	217		26.0	56.4	80.6	98.1



School - Boys	Entries	No. at each grade							% of entries			
	No.	A*	A	B	C	D	E	U	A*-A	A*-B	A*-C	A*-E
Barking Abbey	7	0	0	3	3	1	0	0	0.0	42.9	85.7	100.0
Dagenham Park	2	0	0	1	1	0	0	0	0.0	50.0	100.0	100.0
Eastbury Community	1	0	0	0	0	0	0	1	0.0	0.0	0.0	0.0
Robert Clack	4	0	1	3	0	0	0	0	25.0	100.0	100.0	100.0
Warren	1	0	0	0	1	0	0	0	0.0	0.0	100.0	100.0
All Schools	15	0	1	7	5	1	0	1	6.7	53.3	86.7	93.3
England (All)	4176	280	789	1210	1033	563	208	73	25.6	54.6	79.3	97.8

School - Girls	Entries	No. at each grade							% of entries			
	No.	A*	A	B	C	D	E	U	A*-A	A*-B	A*-C	A*-E
Barking Abbey	22	0	0	11	7	3	1	0	0.0	50.0	81.8	100.0
Dagenham Park	3	0	0	1	0	2	0	0	0.0	33.3	33.3	100.0
Eastbury Community	9	0	0	6	2	1	0	0	0.0	66.7	88.9	100.0
Jo Richardson	5	1	2	2	0	0	0	0	60.0	100.0	100.0	100.0
Robert Clack	10	2	4	3	0	1	0	0	60.0	90.0	90.0	100.0
Warren	7	1	0	1	2	3	0	0	14.3	28.6	57.1	100.0
All Schools	56	4	6	24	11	10	1	0	17.9	60.7	80.4	100.0
England (All)	10034	599	2031	3107	2409	1233	473	144	26.2	57.2	81.2	98.2

Looking to national standards, our B&D results sit above the national average for A*-B and A*-C at 'A' Level as a borough. SACRE ran interventions for A' Level one day conference which all schools attended. SACRE believes we can see the impact of this day's professional development on our results from summer 2025. There is still work to do in ensuring pupils can get A8's or A grades at A'level, but we can see a huge rise in our B grades.

2.6 Barking and Dagenham Agreed Syllabus

The B&D Agreed Syllabus was last published in June 2020, and in June 2025 an Agreed Syllabus conferences passed an updated and revised syllabus and supports for all B&D schools to access and work from September 2025. Collectively all training was given by those attended in 2024-25 4.6 out of a possible score of 5 in terms of quality & usefulness. Delegates scored these provision a 4.8 out of 5 for 'Attending this course will have a positive impact on my teaching practice/leadership'. 100% of delegates would recommend the courses they have attended to other schools and colleagues.

Teachers have stated that this training has impacted their development in the following ways:

- *"Coming today has helped me to feel more confident in my leadership of RE at my school and the next steps I need to take to ensure we are delivering high quality RE to all our pupils."*
- *"Today's masterclass was awesome, so many ideas are buzzing around my head and lots of practical resources I am looking forward to using." "I love the fact that I come to these training sessions often thinking I know what I need to know. Claire and Lucy, bring in a national expert in a religion or project - I listen and suddenly realise I didn't know a lot and now I do!"*
- *"Meeting other new RE leads and networking with colleagues in the same boat as me has been invaluable to my leadership of RE today."*

BDSIP along with the LA have provided through the SACRE RE consultant termly network meetings. During the academic year 24-25 these have covered the following topics and professional development opportunities:

Primary

Local and national updates; Hindu Dharma as a worldview masterclass; Sikhi masterclass on pilgrimage; Judaism masterclass with the Jewish museum. ECT training half day. New to leading RE in your school – 2 twilight meetings. Collective worship course.

Secondary

Local and national updates; then we had a range of special and expert guests leading masterclasses on: a) Teaching about Islam as a worldview - Sunni and Shia's perspectives; b) Non-religious worldviews in the classroom - how to teach them well and c) Teaching Judaism well in the classroom. Collective worship course.

- 2.7 SACRE asked the LA to find out more details about RE within secondary schools in 24-25. In turn the LA provided time for the SACRE consultant to meet with each head of RE in our secondary schools to look at the previous year's GCSE results, as well as the DfEs school census data. The RE consultant then reported back to the LA and SACRE about these meetings and allowed for further conversations with senior school leaders about time given to RE, the statutory nature of the subject at KS3 to KS5 in our schools. These facts have then led to SACRE's development plan of actions to work with the LA, BDSIP and schools in 25-26.

2.8 Attainment in RE

Schools continue to make use of the Agreed Syllabus steps in assessing pupil's attainment in RE. The RE consultant has worked with primary and secondary subject leaders through network meetings on grading and assessing pupils work in 2024-25.

Ofsted reports have mentioned in 24-25 the following around RE and CW, and SACRE have been pleased to have reports from schools in our SACRE meetings:

Primary

Valence Primary September 2024

The school encourages pupils to be respectful of others and of the differences between people. The school council also organised a 'dress to express' day to raise money for charity.

Grafton Primary School April 2025

Pupils take immense pride in contributing to the inclusive community at Grafton. They speak passionately about their keen sense of belonging and how everyone is accepted. They feel safe at school and trust staff to address any issues that might arise. The importance of human rights is central to the school's ethos and woven through the curriculum.

One 'Rights Respecting' ambassador captured the school's spirit by stating, 'We are all different, but we can all be friends.' This is a sentiment widely shared and enacted by pupils.

The school places strong emphasis on pupils' personal development. The curriculum helps pupils to understand important values such as democracy, inclusion and respect

The St Teresa Catholic Primary School April 2025

Pupils flourish in this kind and welcoming school, where they feel happy and safe. Strong relationships between staff and pupils foster a sense of community. Pupils take on leadership roles, participate in charity work and help out with organising assemblies for each other. These roles help to develop their character and strengthen the school's sense of unity.

Pupils take on leadership roles such as school senate members, librarians and chaplaincy team leaders. They engage in different community projects such as charity fundraising and visits to local care homes. This fosters a sense of responsibility. Assemblies and lessons encourage pupils to explore moral and social issues. They understand and

display values like respect, kindness and equality. Pupils leave the school well rounded and prepared exceptionally well for the future.

St Vincent's Catholic Primary School March 2025

Promoting pupils' wider development is central to the school's ethos. It fosters an understanding and awareness of others that encourages pupils to be kind and empathetic citizens. Pupils learn how to maintain a healthy lifestyle and how to stay safe at home and in the community. They understand fundamental British values such as democracy and the rule of law. The school ensures that pupils learn about the diverse characteristics and beliefs found in modern society. Pupils show respect for the differences of others.

Dorothy Barley Infant's School September 2025

The personal development offer for pupils is exceptionally well considered. It is woven throughout the curriculum and life of the school. Pupils learn about different cultures and how to be responsible citizens. They learn to value differences and understand the importance of treating others fairly. Pupils build the skills and understanding that they need to lead happy, healthy lives. They learn about important issues, such as how to keep safe online. Pupils are well prepared for their next steps.

Godwin Primary School June 2025

The school's values of thoughtfulness, responsibility, determination, working together, resilience, respect and understanding are seen throughout this school. Pupils understand what these values mean. Throughout their time at the school, they are supported well to develop into successful citizens of modern Britain. For instance, the school prioritises helping pupils to actively become kind supporters of both themselves and those around them. Opportunities to work as members of the student council and eco-warriors also support pupils' wider all-round development.

The school makes sure that pupils, including those who are disadvantaged, have access to a wide range of clubs and educational visits. These are carefully designed to support the learning of the academic curriculum and to enable pupils to develop their cultural capital. Pupils are also encouraged to celebrate their similarities and their differences

Furze Infant School September 2025

Pupils access learning in a range of different ways. **In religious education, for example, pupils enjoy drama and discussion activities as well as being given opportunities to write about their learning. Their learning is also enriched by a cultural day when pupils celebrate their family background, including their beliefs. A wide range of enriching experiences is offered by the school. Pupils enjoy trips, for example to different places of worship.**

Village Infant's School April 2025

They take part in exciting activities that enrich their learning and broaden their horizons. **For example, a gurdwara to learn more about Sikhism.** Pupils learn how to keep themselves safe and develop healthy relationships. They enthusiastically discuss how to befriend new pupils at the school. Pupils understand cultures and lifestyles that are different from their own. They learn about democratic principles through elections to various leadership positions. Elected school councillors enjoy listening to their peers' perspectives. Pupils are well prepared for life in modern Britain.

William Ford C of E Junior School September 2024

Leaders encourage pupils to 'thrive, not survive' here. Pupils enjoy the many exciting experiences that the school organises, including themed days, many educational visits and unique experiences

Goresbrook School November 2024 (An All Through School)

Pupils enjoy being part of this diverse school community. They have a strong understanding of difference. They value listening to guest speakers in assembly who share their lived experiences. Pupils display high levels of respect for staff and for each other. They are courteous in their interactions. Pupils know that the school is preparing them well for adult life. The school's work to prepare pupils for life after school is exceptional. Pupils learn about mental and physical health and well-being.

Manor Junior School November 2024

Pupils celebrate diversity and show empathy to their peers. Pupils' personal development is well considered. For example, the curriculum provides opportunities for pupils to develop their understanding of important issues, such as respect, inclusivity, social responsibility and diversity. Pupils engage with topical issues, fostering their awareness of democracy and critical thinking. There are a range of leadership opportunities.

Ripple Primary School June 2025

The school has a whole-school celebration of different cultures every year. There is an 'All About Me' afternoon, where pupils and their parents and carers can share aspects of their heritage, including food and clothes.

Secondary

Dagenham Park C of E School May 2025

All pupils, and students in the sixth form, are welcomed to this highly inclusive community. Pupils are encouraged to be the best version of themselves. Many take on leadership roles and support others in the school community. For example, the junior leadership team raises money for local charities. The equalities group host events to celebrate the school's diversity. The school prioritises pupils' broader development, including in the sixth form. Pupils follow a well-sequenced personal, social, health and economic education curriculum. This is sharply focused on the surrounding area and the needs of the pupils. The curriculum includes multiple partnerships with local organisations.

Brook Sixth Form and Academy January 2025

Pupils say that discriminatory language is not tolerated here. They learn the importance of respecting people who are different from themselves. Recently, students worked with primary school pupils to organise Black History Month events.

Section 3 Standards and quality of provision for Collective worship (CW)

- 3.1 Within B&D advice is available to schools around CW through the SACRE RE consultant. It is recognised by SACRE that there is a need to continue to support schools with this area of school life.
- 3.2 The RE consultant to SACRE has given advice to schools on a number of occasions in 2024-2025. Some of these have fallen into assistance with parental objections to a part of collective worship. The meetings often have to unpack cultural and religious objections, offering a great learning experience for parents as well as school leaders.
- 3.3 Compliance with the statutory requirement

Collective Worship has been reviewed and monitored in B&D through the collection of relevant data from schools for the second time, which has shown where schools self-assess themselves through our criteria. This development has been part of SACRE's three-year plan, working with the LA to build up mechanism of how to monitor schools in this area. We are grateful for the LA working well with SACRE to take on the advice that has been given and is now in place.

We have discovered there are 10 withdrawals from collective worship from across primary and secondary schools from a total of 46,118 pupils. This means that 99.98% of pupils are in B&D Collective Worship. We are grateful for the hard work of schools to explain the purpose of Collective Worship and the importance for all pupils to receive this daily time. SACRE is also grateful for working on issues collaboratively with schools, BDSIP and the LA, and to our many local faith leaders being prepared to go into schools and talk about this issue directly with families from their own religion to support understanding the purpose of pupil development.

Primary CW

Outstanding	Good	Needs Improvement
4	17	1
18%	77.5%	4.5%

Secondary CW

Outstanding	Good	Needs Improvement
1	2	1
25%	50%	25%

From this data it can be seen that 85% of schools judged that their acts of collective worship were good or outstanding. This is a rise of 15% from our monitoring figures from 23-24, and as a SACRE we believe this shows the webinar's, courses, CPD and advice we have written and given to our schools is supporting them to develop strong practice.

The Collective worship advice continues to be available to all schools via the LA website and the BDSIP website. At training in 2025 one teacher write:

"The SACRE RE consultant fully knows her subject and passes on worthwhile knowledge and information in a passionate professional way. It is always enjoyable attending training from the LA & SACRE."

- 3.4 Determinations: There were no requests for a determination from schools in 2024-2025, and there were no renewals.
- 3.5 Complaints about collective worship: there were no complaints received by the LA or SACRE about collective worship in 2024-25.

Section 4 SACRE links with other bodies

Nationally: B&D SACRE is a part of NASACRE and the LA consultant is a member of AREIAC, NATRE and the NASACRE executive. SACRE members attended the NASACRE conference in May 2024 in York and its monthly webinar programme throughout the academic year. From these individual members gained a lot of ideas to bring back to what we could do as a SACRE in B&D.

We have had William Crossman (B&D Community Engagement coordinator), Claire Clinton (SACRE consultant) involved with B&D Faithwork, ensuring there are positive links between the work of SACRE, the LA and the local faith community.

Section 5 SACRE's contribution to support schools through events and training

Many SACRE members have hosted school visits to their places of worship throughout the year, or gone into schools as virtual speakers. SACRE members have also gone into schools to lead collective worship times.

SACRE ran for the third time our annual 'Visit a place of worship' competition – entries were judged by SACRE members and prizes awarded to winning schools at a school based celebration in July 2025. SACRE hopes to build upon this work again in 25-26 and see even more engagement from B&D schools.

Winning entries can be viewed here:

<https://docs.google.com/presentation/d/1BxpNnD1hZO7gs1B4WAZR7hqnCC1ZHi5Z/edit?usp=sharing&ouid=110716215118442234519&rtpof=true&sd=true>

Section 6 SACRE's own arrangements

SACRE has been quorate for all of its meeting in the year September 2024-August 2025.

		8/10/24	11/2/25	3/6/25
Avril Cernelley	LA representative	yes	yes	yes
Billy Crossman	LA representative		apologies	
Claire Clinton	RE consultant	yes	yes	yes
Clare D'Netto	Member - Teacher	yes	yes	yes
Councillor Dorothy Akwaboah	Member - LA -	apologies	apologies	
Councillor Elizabeth Kangethe	Member - LA			
Councillor Muhammad Saleem	Member - LA		yes	yes
Emma Anderton	Member - CofE	yes	yes	apologies
Fran Jeens	Member - Other faiths	apologies	apologies	apologies
Jackie Day	SACRE clerk	yes	yes	yes
Kate Gooding	BDSIP	yes	yes	yes
Margaret Haig	Member – LA (School Governor)	yes	apologies	apologies
Nadia Nadeem	Member – Teacher	yes	yes	yes
Pastor Ade Adesina	Member – Other faiths	apologies	apologies	
Paul Wallis	Member – Teacher	yes	apologies	apologies
Randip Sahota	Member – Other faiths – CHAIR	yes	yes	yes
Rebecca Sackman	Member – Teacher	apologies	yes	yes
Rev Katie Miller	Member – CofE	yes	yes	yes
Rev Martin Court	Member – CofE	yes	apologies	yes
Rev Ray Descombes	Member – CofE	yes	apologies	apologies
Ruth Everett	Member – CofE	apologies	yes	apologies
Shelina Khatun	LA representative VICE CHAIR	yes	yes	apologies
Shaheena Khan	Member – Other faiths	yes	yes	apologies
Surinder Gautama	Member – Other faiths	yes	apologies	apologies

SACRE costs

During the year 2024-2025 three LA officers supported SACRE professionally and administratively:

- Claire Clinton as the Professional RE advisor;
- Kate Gooding from BDSIP, Avril Cernelley as the Local Authority link office, and
- Jackie Day as Clerk to SACRE.

Finance

The sum of **£26,405** was made available through the LA to support the work of SACRE during the year. The sum covered the cost of employing an RE consultant, the cost of clerking SACRE, membership of NASACRE and attending conferences and refreshments. (These figures break down as: NASACRE membership £115; RE Advisor consultant £10,000; NASACRE conference attendance and travel £230; A'Level commissioned work £3500; Commissioned work for SEND & RE £500; Place of worship annual competition and prizes £500; chair's cover £500; Payment for the work of RE SLEs £3500; LA support to SACRE £2500, NASACRE webinar programme £60; BDSIP clerk, officer and management costs £4000; LA new Agreed Syllabus updated £1000)

Appendix 1

Barking and Dagenham SACRE membership 2024/25

SACRE support

Mrs A Carnelley, Local Authority Representative
Ms C Clinton, RE Consultant
Ms K Gooding (BDSIP rep)
William Crossman (LA community team)
Shelina Khatun, Prevent/community Team
Miss J Day, Minute Clerk

CofE group

Reverend Martin Court
Ms Ruth Everett
Ms Emma Anderton
Rev Ray Descombes
Reverend Katie Miller

LA group

Councillor Dorothy Akwaboah
Councillor Muhammad Saleem
Councillor Elizabeth Kangethe
Ms Margaret Haig (Governor rep)

Teacher group

Mrs Clare D'Netto (Primary headteacher rep)
Ms Rebecca Sackman (Secondary headteacher rep)
Mr Paul Wallis (NEU Representative)
Ms Nadia Nadeem (RE SLE primary)

Other faiths group

Ms Randip Sahota (Chair) (Sikh rep)
Ms Fran Jeens (Jewish rep)
Pastor Ade Adesina (Pentecostal Christian community)
Ms Shaheena Khan (Muslim rep)
Mr Surinder Gautama (Hindu rep)

Appendix 2 24-25 SACRE prioritises

Key:  Task completed
 Task to do
 Task started

No	Priority	Date	Process	Outcomes	Cost/resource implications
1	Annual report produced	Oct onwards 24 Oct /Nov 24 December 24 February 25 February 25	<ul style="list-style-type: none"> RE Advisor to write draft Annual Report from October 2024, ready for review at SACRE Feb 2025 meeting RE Advisor to liaise with LA data team to get 2024 GCSE, A/S exam analysis for RE 2024 Send final Annual Report 2024 to DFE and NASACRE Discuss 2024 Annual report at SACRE along with deciding any actions for LA or RE Advisor Publish 2024 report to schools & on LA website, write a summary for schools 	<ul style="list-style-type: none"> Both the LA & SACRE will know that they are discharging their legal duty to produce an annual report by 31.12.24 LA & SACRE will have an overview on the implementation of the Agreed Syllabus in schools & school needs around RE and CW 	Total cost of this work to be met from RE Adviser's commissioned time budget, paid by LA
2	Compliance in RE	February 2025 May-July 2025 July 2025	<ul style="list-style-type: none"> Pass new draft of the monitoring form for sending out to schools RE Advisor to e-mail RE subject leaders new 2025 monitoring forms, BDSIP to send out to headteachers and ask for monitoring survey to be completed by July 2025 Make sure governors know about the report coming – clerk to ensure it is in the governors briefing papers RE Advisor to collect returns from schools – have a system to chase schools for the document agreed by LA and BDSIP 	<ul style="list-style-type: none"> SACRE becomes clearer on what RE and CW is going on within its schools and then is able to advice and support schools with clarity 	Cost of this work to be met from RE Adviser's time paid by LA
3	Membership of SACRE	On-going On-going On-going Sept 2023 Jan 2025	<ul style="list-style-type: none"> RE advisor and SACRE members to suggest new recruits: ongoing Ensure each group is quorate Work with council for new appointment of councillors Recruit a Buddhist rep for SACRE Have a meeting with LA around LA group on SACRE and attendance of our B&D councillors 	<ul style="list-style-type: none"> a good breadth and diversity of faiths established on B&D SACRE SACRE as far as is possible is representative of B&D population 	No cost implication

No	Priority	Date	Process	Outcomes	Cost/resource implications
4	Supporting good RE in schools	ongoing Ongoing Ongoing Ongoing	<ul style="list-style-type: none"> BDSIP along with SACRE provide a primary and a secondary termly network meeting to support the teaching of RE in its schools Consider new ways in which SACRE can support excellent RE in B&D schools – using modern ways of support SACRE members help with SACRE POW competition Circulate best practice examples in RE via Ofsted, RE Today, REC to schools regularly Publish a termly newsletter 	<ul style="list-style-type: none"> Members develop a vision and ownership for how SACRE can support good RE in schools 	Total cost of network mting work to be met from RE Adviser's time paid by LA
5	Links to best practice in RE and CW	Sept 2024 Sept 2024	<ul style="list-style-type: none"> RE Advisor/ SACRE consultant to write entry for HT BDSIP newsletter – reminding schools of new SACRE document Set date for another schools ½ day training on advice, and place in BDSIP calendar 	<ul style="list-style-type: none"> Fulfil legal requirement to have a SACRE running correctly Reflect on best practice from other authorities and use in B&D 	Cost of this work to be met via EXTRA funding from the LA now secured
6	SACRE CPD	Sept 2024 onwards	<ul style="list-style-type: none"> Provide finances for consultant and SACRE member to attend National SACRE AGM May 2025 Provide finances for being a member of NASACRE Provide finances for NASACRE on-line training to all members of SACRE Clerk to share NASACRE log in and password for all members to be able to access support materials on national SACRE website 	<ul style="list-style-type: none"> Enabling SACRE to keep up to date with national best practice Enabling SACRE to reflect on its own practice and procedures 	Funding provided by LA annually to SACRE budget
7	Quality of teaching and leadership and management of RE	September 2024 onwards Sept 2024 Oct/Nov 2024	<ul style="list-style-type: none"> Look to train up and deploy a RE SLE (senior leaders in education), so that we have a work force to support high quality RE at primary and secondary. Nadia Nadeem employed for 10 days' work in 24-25 in primary role Continue to highlight to schools REQM as a way to reflect on their own practice at every opportunity 	<ul style="list-style-type: none"> SACRE is able to support schools that are weaker in their teaching of RE SACRE and LA SLE's are able to understand what high standards look like in RE with confidence 	RE SLE funding given by LA for 1 year – 7 days annually

No	Priority	Date	Process	Outcomes	Cost/resource implications
8	SACRE budget	December 2024 onwards	<ul style="list-style-type: none"> Create a new SACRE finance plan 2024-25 now knowing the extra funding SACRE has been awarded for the next 3 years by the LA. 	<ul style="list-style-type: none"> SACRE is about to bid for the funding to discharge it's legal duties in a timely function that works with LA budget decisions 	LA rep on SACREs time paid for
9	A'Level support to schools	Sept 2024 onwards Oct 24 Sept 24 Oct 24 Oct 24	<ul style="list-style-type: none"> Set date for training with BDSIP and secondary lead Support B&D Advertise training date to schools Create a plan and teachers to lead workshops at A'Level training Having booking system Advertise training 	<ul style="list-style-type: none"> SACRE is able to hear from a variety of pupils of different ages to think about their experience of RE in their schools and from this reflect and inform our future priorities 	Funding provided by LA annually through RE advisor work
10	SEND support to schools	Sept 24 Oct 24 onwards	<ul style="list-style-type: none"> Meet with Nicola Leah and Halima as part of BDSIP staff to discuss ways of using RE consultant Continue to develop some CPD for Special schools around RE provision in B&D to support them with their work in this area 	<ul style="list-style-type: none"> Supporting our special schools with their RE curriculum 	Funding provided by LA annually
11	SACRE CPD and contribution to schools	Jan 2025	<ul style="list-style-type: none"> Develop a way of capturing what CPD SACRE members have done Develop a way of capturing what SACRE members have done in education or schools 	<ul style="list-style-type: none"> SACRE is then able in self-evaluation toolkit to see what contribution we are making and ensure all members are suitable trained for their responsibilities 	Funding provided by LA annually
12	Collective Worship support to schools	Feb 2025 Summer term	<ul style="list-style-type: none"> HT SACRE rep to talk with HTs at primary and secondary meetings about the advice we produced in 2023. Is there anything further schools need to be able to be outstanding in this area? RE advisor to bring findings back to SACRE and discuss next steps 	<ul style="list-style-type: none"> SACRE is able to address any further support needed by schools to be able to implement our B*S SACRE advice 	Funding provided by LA annually

No	Priority	Date	Process	Outcomes	Cost/resource implications
13	Pupil voice	Summer term	<ul style="list-style-type: none"> • RE advisor to create a pupil survey for schools to use with their pupils • RE advisor to send out survey to schools • RE advisor to analyse results and share with schools and SACRE • SACRE to decide next steps from the information 	<ul style="list-style-type: none"> • SACRE can hear from pupils directly about their experience of RE and CW in our schools • SACRE can then decide any further steps to help schools in these areas for it's work in the next academic year 	Funding provided by LA annually

Appendix 3:

B&D Pupil voice in RE survey results

In the summer term 2025 B&D SACRE asked B&D schools to get some pupils to answer some questions about their experience of RE. Here are the results.

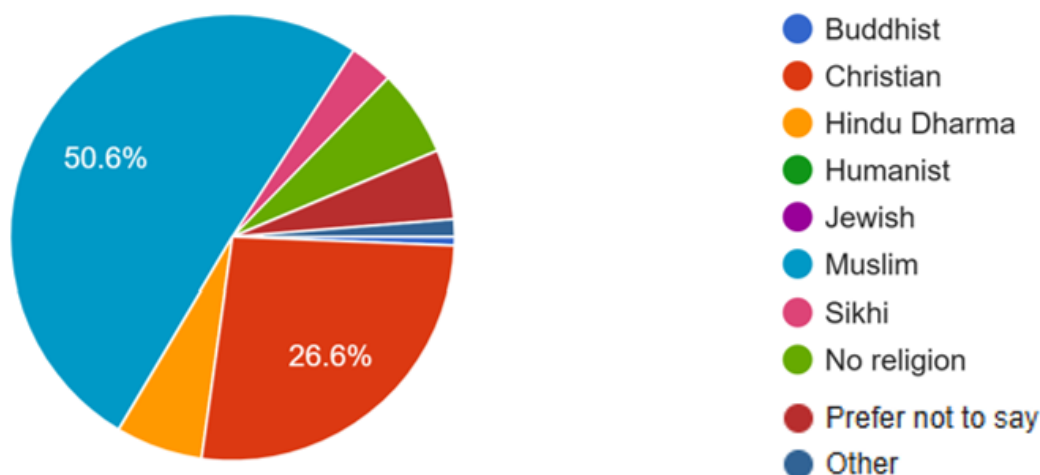
There were 160 primary pupils in year 5 or 6 who took part in the survey from 6 different schools.

There were 256 secondary pupils who took part in the survey from 1 secondary school.

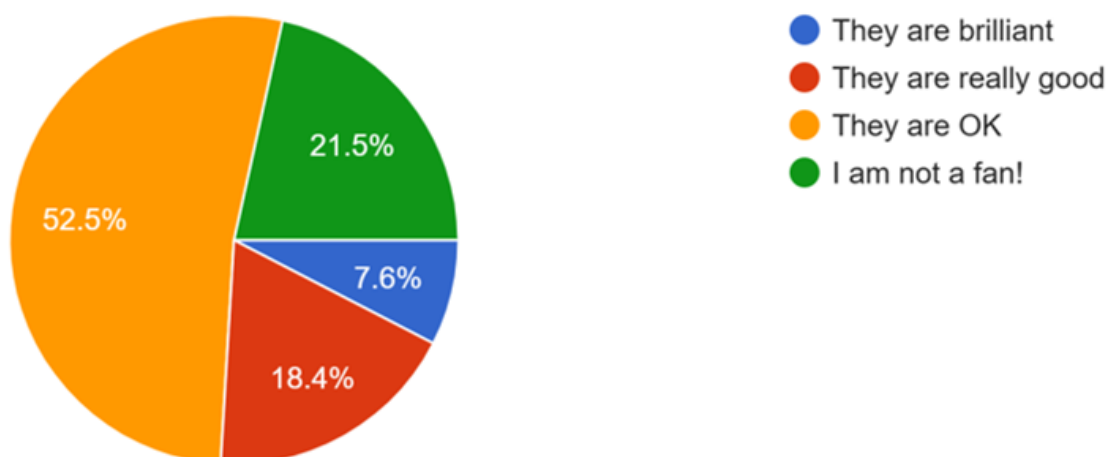
Primary results

80% of pupils had been in a B&D primary school for over 2 years.

Pupils belonged to the following religions or worldviews:



We asked pupils how much they enjoyed their RE lessons:



Pupils told us the best things they like to do in RE lessons are I have highlighted in Green the answers with the most votes):

Drawing and painting	researching	Writing	Creating things and tasks	Learning new stuff – that I haven't heard of	History	Comparing different religions
Learning about different religions	Learning more about differences in my religion	Stories	Talking and discussing different people's beliefs	Learning about a religion that is not one of the big 5	Learning about how people practice their religion	Group work
RE games	Thinking about God	Video's about RE – real people's lives	Diversity in religions	Drama in RE	Trips to places of worship	Culture and religion

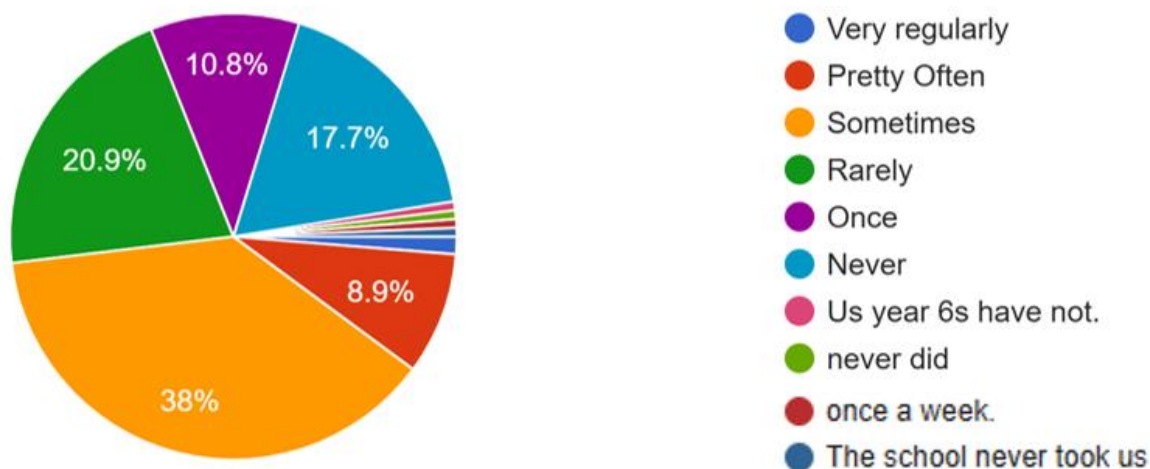
One pupil said very eloquently: *"I really enjoy doing work in groups and sharing our answers with each other to see all the different possibilities for an answer. I also really enjoy learning about others' lives and beliefs to see how different religions prefer to live their life and what people think will happen to them after they die or what the future holds. I like the fact that RE is challenging."*

Pupil told us why RE is important to study:

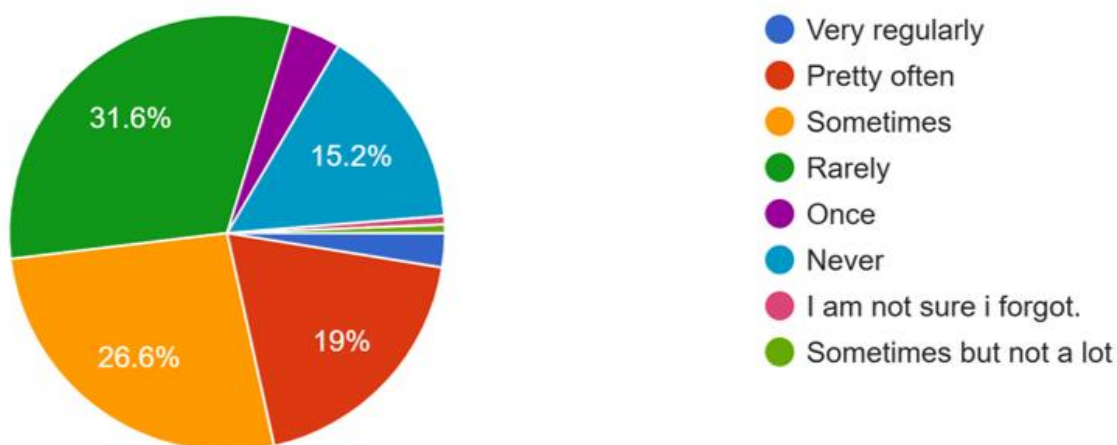
To learn to respect others – whether religious or not	RE helps you to not misunderstand others	So, we know about more than our own families' beliefs and practices	To understand everything is based on beliefs nothing is 100% and to learn about different cultures	To not act disrespectfully	Maybe when you get like a job or go to a different place or even have a new friend, then you can understand them better	Create community cohesion
Become better at knowing about different people and religions	To understand what is important to others	Be ready for living well in the world	Make sure everyone feels they are noticed and belong	Because RE is interesting	Learn stories and moral behind them.	So that we can see things from people who have other views' perspective

Same pupil as above said: *"I think RE is important because it is good to learn about what others believe and what the people around you believe and what they think their life is about and what they think about afterlife for example reincarnation or maybe they believe in nothing at all it is important to be able to understand why other people live their life the way they do . It is also really good to know why people have different beliefs and how to respect them in a mature way."*

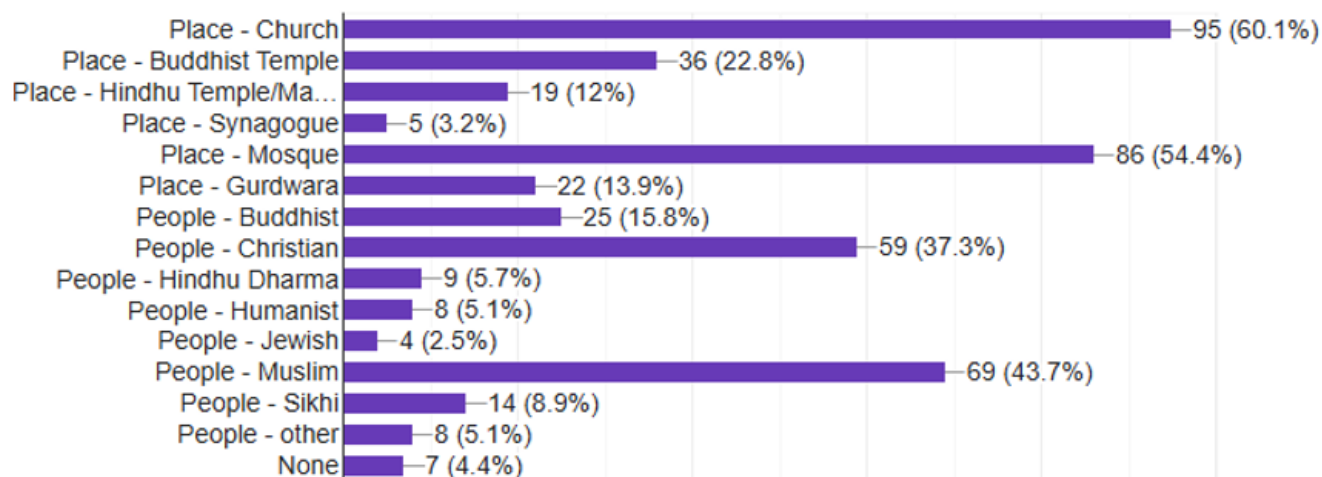
We asked pupils how often they went on places of worship visits:



We asked pupils how often in their RE lessons did they get to use artefacts or art to explore ideas in religions and worldviews?



We then asked pupils who they had met in RE or visited?



We asked pupils what important questions they discuss in RE?

Sim & diff between religions	What are people's beliefs about life after death?	How is art important in Christianity?	How do beliefs influence our actions?	What do different religions believe about God?	Why is marriage still important to many people?	How do humans treat animals?
Important qualities for a leader	Why do religions have celebrations?	What does it mean to follow a certain religion or worldview?	Christmas around the world	Sim & diff's in the easter story	What do different beliefs say about how to live a good life?	What are ethics?

Finally, we asked, is there anything that would make your learning in RE even better?

More trips – we should visit every different place of worship we have in B&D	Do art to express ideas rather than always doing writing	Reading more religious books	More time to express your own ideas and thoughts	More mini games	If RE was 10 mins long!
More visitors, meeting people from different religions	RE is terrible	Learning about other religions – not just always doing Christianity	Easy words to help us understand a new religion	See, touch, use artefacts	RE is brilliant – don't change anything

Some comments from pupils:

"I think RE is fun to learn in this school and I also like to be an RE ambassador."

"it is 2 a week but it gets skipped so pretty much 1 a month."

"Our teacher always makes the lessons more fun and exciting."

"It isn't very interactive and we never go into much detail."

"It's kind of boring though not trying to be rude."

"R.E ambassadors could help with some assemblies and celebrations."

"We barely go on trips, we barely do Islam and we hardly use props or artefacts."

"IT'S VERY HELPFUL AND I THINK IT'S INTERESTING ALSO I KNOW MORE ABOUT RELIGIONS."

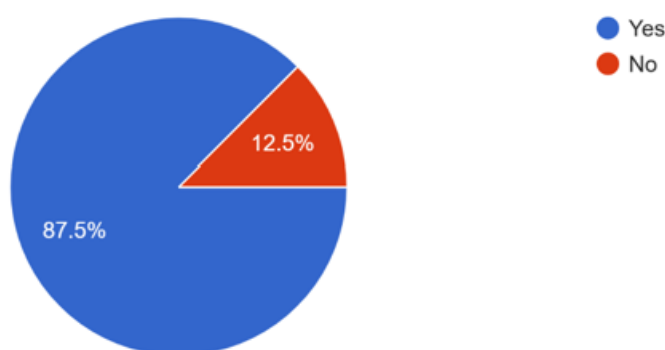
"I really like the fact that every time we learn RE we learn something different and yet it still has a link to the previous lesson which is something I really like."

Secondary results

The majority of pupils had attended primary schooling in B&D. 50% of classes were from year 7, 12.5% from year 8 and 37.5% from year 9.

4. Do you remember your RE lessons at your primary school?

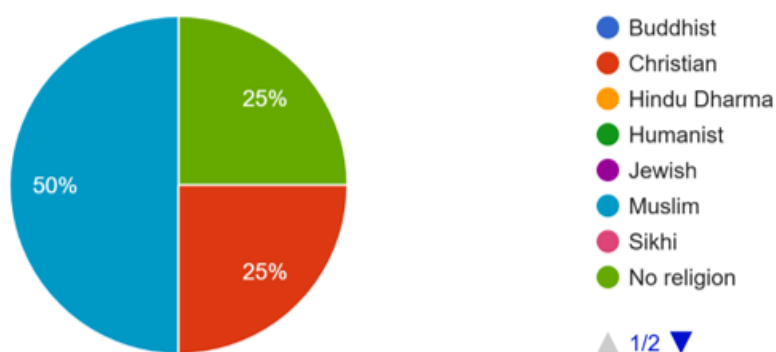
8 responses



Most pupils commented that Secondary RE was definitely different from primary schools RE.

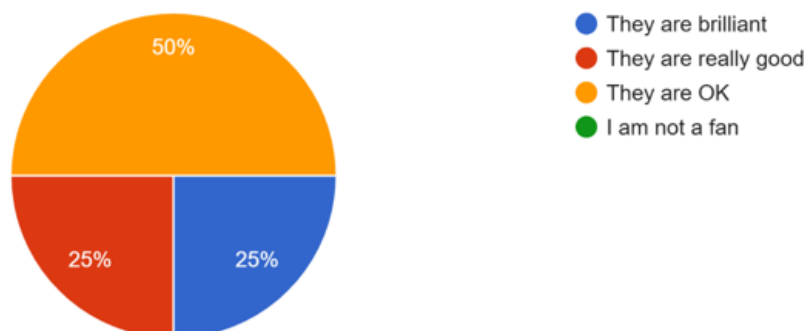
6. Which religion or worldview do you belong to?

8 responses



7. How much do you enjoy your RE lessons?

8 responses



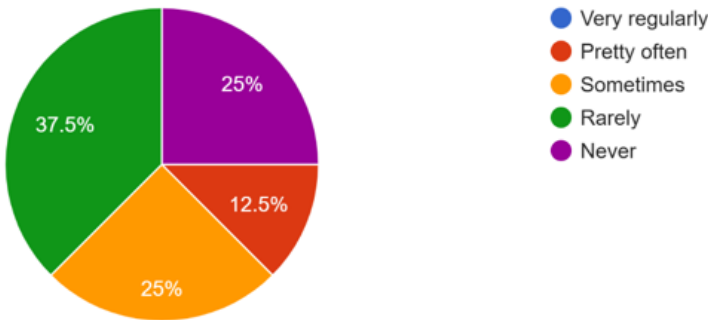
Pupils told us the best things they like to do in RE lessons are I have highlighted in Green the answer with the most votes):

Learning about the history of religion and belief	Learning new facts about different religions and beliefs	Getting time to think about whether what people believe in is real or not	Discussions and debates	Nothing	Like learning about different religions – new stuff – religions that no-one knows stuff about	Active learning – so it keeps me focused and involved
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Pupil told us why RE is important to study:

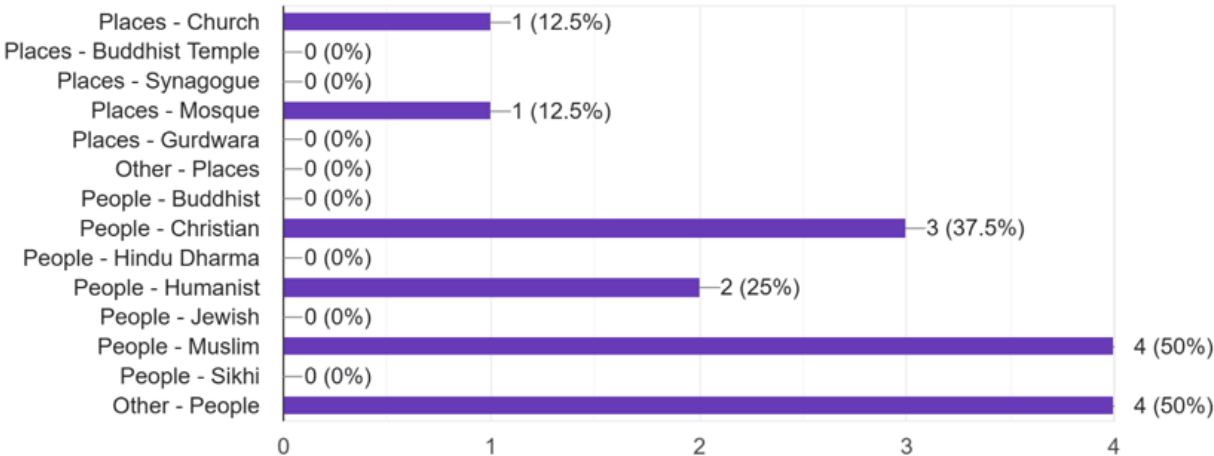
To understand other people's beliefs	So we aren't rude by mistake	So we have knowledge about other religions from our own	So you can see everyone is different in the way they live out their beliefs and through learning develop respect	We can learn about religion – the good and the bad.	Because we need to learn how to respect everyone's beliefs even if u don't believe in them	<u>its</u> important to be able to word your point / concepts and benefits your writing skills
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10. How often do you go on visits to places of worship or meet people from religion and worldviews in RE in your lessons?
8 responses



This tells us that 87.5% of pupils at this particular schools probably don't get to go out on visits to places of worship.

11. What places or people have you visited or met in RE at your secondary school? Tick all that apply
8 responses



In answer to Question 12 – they students talked about big questions that they get to discuss in RE.

Finally, we asked, is there anything that would make your learning in RE even better?

Go to places of worship	More debates, research presentations and documentaries	having people come in and discuss their religion and what it holds (concepts,			
	we can watch at times	celebrities, beliefs etc)			